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ABSTRACT

Students should have ample time to read for enjoyment and pleasure. As a major goal of their instruction, teachers should seek to cultivate a liking for reading in their students. Reading materials available for students--library books and children's magazines--need to cover a wide variety of genres and be on different reading levels. This is truly important if students are to locate that which is of interest on their individual reading levels. To motivate student interest in selecting reading materials, the teacher can develop a bulletin board display and also tell about new books and magazines in an interesting way with proper pitch, stress, juncture, and enunciation. After discussing motivating students to read for pleasure, this paper discusses personalized approaches in reading instruction, approaches which involve heavy input from students in terms of what to read but with the teacher always there to motivate, inspire, and encourage. The paper describes the author/educator's visit to a public school in a supervisory role, observing a fifth-grade classroom of 20 where his supervisee, a student teacher, and her cooperating classroom teacher had developed a set of learning centers. It explains that for each center, there was a learning opportunities card stating what and how a student could reveal comprehension from reading a particular book. The paper discusses other programs of reading instruction which involve personal choices made by learners, such as the language experience approach and individualized reading. It also cites 10 criteria for a quality reading program. Contains 8 references. (NKA)

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ED 471 184

Reading for Enjoyment and Pleasure.

by Marlow Ediger

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CS 511 424

READING FOR ENJOYMENT AND PLEASURE

Pupils should have ample time to read for enjoyment and pleasure. Developing a liking for reading should be a major goal of instruction. When teaching in a two teacher rural school, 1955-1957, the author experienced two sole members of the seventh grade; one read on the fifth grade level, as measured by a standardized test. He, however, was very interested in browsing through encyclopedias and looking at the pictures therein, also reading some of the script underneath selected illustrations. The script may have been made more meaningful due to the illustrations above the print. The content might have caught the attention of the reader due to interest factors. Perhaps, the illustrations brought on interest in learning and in reading chosen scripts. It was amazing what this seventh grader, reading on the fifth grade level, was learning. What was learned from encyclopedia browsing was frequently brought into discussions in social studies as well as other curriculum areas.
These incidences, occurring regularly, seemingly, indicated the need to use the interests of pupils to help each achieve as much as possible in reading and in all curriculum areas.

Pupil Interests and Learning

Reading materials for pupils, library books and children's magazines, need to cover a variety of genre and be on different reading levels. This is truly important if pupils are to locate that which is of interest on their individual reading levels. There also needs to be ways of motivating pupil interest in selecting reading materials. This can be done by the teacher developing a fascinating bulletin board display and telling about new literature available for reading. He/she should also show and tell pupils about new books and magazines in an interesting way with proper pitch, stress, juncture, and enunciation. The appetites of children need to be motivated to read, read, and read!

Giving inexpensive rewards for a certain number of library books read is controversial and seemingly reading should be done through intrinsic, not extrinsic motivation. Thus, reading is done for reasons of having an inward desire to acquire knowledge and skills. Which ways are recommendable?

First, pupils should have time to engage in exploring what is of interest to read in the classroom. Wile supervising university student teachers in the public schools, the author , during several visits, noticed a pupil in her spare time looking at pictures and reading from a set of science encyclopedias. The

regular teacher confirmed that the pupil had much interest in science and in the science encyclopedias. There generally are twelve volumes, as a minimum, in any set of encyclopedias and these do provide pupils with many opportunities to learn from pictures. While pupils are viewing the pictures, they do look at selected words and are building their sight vocabularies. The pictures also provide much background information for reading. Certainly, the attitudinal dimension for learning must be increased at a high rate due to pupils engaging in voluntary browsing, viewing illustrations, and reading. If quality attitudes exist, this should assist pupils to increase their skills in reading as well as comprehending content. Ample opportunities should be given to pupils to share ideas read and pictures viewed in informal as well as formal settings (Ediger and Rao, 2000, Chapter Seventeen).

There might be problems pertaining to a few pupils who waste time rather than in browsing. Here, the teacher may do the following to incur interest in reading or looking at pictures:

1. show these pupils individually what may interest them. The teacher needs to observe each child carefully to know what it is that will engage and capture that pupil's attention.
2. have selected learning centers whereby these pupils may work in a hands on approach in learning such as in making a diorama/art project which relates to what has been read and studied in an ongoing unit of study.
3. have an aide read an appealing book aloud to these pupils.
4. let these learners choose a desired alternative activity (Ediger, 2001, ERIC # ED 456419).

Personalized Approaches in Reading Instruction

Personalized procedures in reading instruction involve rather heavy input from pupils in terms of what to read. The psychology back of these approaches is that pupils will be more heavily engaged in learning to read if their choices of reading materials are honored. Pupils, individually, choosing what to read will be based on their personal choice of content and reading level of the involved book or reference material. Intrinsically the learner will select that which is perceived as being worthy and enjoyable. Sequence of reading materials chosen will reside within the pupil, not the teacher. Pupils then individually prefer a selected order of materials to read. The pacing of the reading experience will also be determined by the

pupil. The teacher is always there to motivate, inspire, and encourage. All obstacles to reading achievement should be removed when freedom of choice in choosing reading materials is in evidence (Ediger, 2001, ERIC, # ED 458523)

When visiting a public school in supervising a university student teacher (ST), the author observed a fifth grade classroom of twenty whereby the former and her cooperating teacher had developed a set of learning centers. At the five centers, a large heading for each indicated the general topic of library books contained thereon. Center one contained library books on animal life whereas the others contained headings for the following respectively: adventure stories, biographies, foreign countries, and nature. For each center, there was a learning opportunities card stating what and how a pupil could reveal comprehension from reading a particular book. Thus, for a pupil who chose a biographical book, the following possibilities were listed to indicate comprehension:

1. draw an illustration showing a typical home of his/her day.
2. develop a creative dramatics presentation with two other pupils, who have read a book by the same/similar title, on a school day in his/her life and times.
3. write a limerick on the biographee's experiences.
4. construct a model, using the materials at the center, on one item played with as a child by the biographee.
5. develop and describe a different main character as compared to that listed in the book read (See Ediger, 2001, ERIC # ED 458623).

Each pupil selected two of the five choices in order to reveal that which had been learned from reading a biographical book. The student teacher and the cooperating teacher assisted pupils with word identification in reading library books as well as with the comprehension projects chosen. The library books were changed every three to four weeks depending upon the present interests of involved pupils. This gave pupils opportunities to select reading materials of personal interest as well as broaden these interests with a new set of ensuing titles. Learners also tended to develop and maintain interest in reading with a wide variety of topics and titles to choose from. The choices for evaluation of reading achievement were varied and involved pupils to choose the intelligence(s) desired from the learning opportunities card to complete a project. (See Gardner, 1993). The reading level of a library book to be read was decided upon by the involved reader. The student teacher/cooperating teacher

were there to give individual help in selecting a library book for reading if a pupil was not able to make a choice. The two teachers worked as a team throughout the student teaching experience. The learning opportunities card required much effort and cooperation between the two teachers. Pupils were allowed much leeway in choices of evaluation to be made of reading comprehension and yet they faced selected delimitations. If a pupil wanted to indicate a different way, he/she could talk to one of the two teachers about an alternative. Generally, the alternatives indicated careful thought and deliberation.

Both teachers felt that

1. pupils should be given choices as to what to read and how to be evaluated in progress. Pupils, they believed, did better in reading achievement if they individually could pursue personal interests in book selection and evaluation procedures.
2. pupils should become as independent as possible in making choices. Decision making is a very important skill to develop, not only presently but for the future also.
3. pupil assistance should only be given when needed on a one to one basis, but also in groups if there are collective needs. Assistance should be based on personal needs only. Too frequently, the teaching team felt pupils were taught reading skills which they already possessed. Rather the feelings were that reading progress is sequential, not duplication.
4. pupils should have opportunities to share information from library books read. At the end of the week. Each pupil had a chance to share content read. Projects completed were exhibited in the classroom for all to see. Even pupils and teachers from other classrooms came in to see the completed or ongoing projects pupils developed to indicate comprehension. This was a rewarding experience to notice the many involved interests!
5. pupils should set the tone for reading in a learning centers approach. Thus, the learning environment involved an atmosphere of the importance of reading. Busy, interested readers were to be seen in the classroom. Reading was highly valued as a skill! (See Ediger, 2001, ERIC # ED 459426).

Teachers and school administrators need to provide the necessary reading materials for children so these are broad in scope and varied. An activity centered procedure of assessing pupil progress in reading needs to be accepted whereby pupils may choose how they are to be evaluated in reading achievement. Pupils need the necessary freedom to be in control of their reading program to the maximum degree possible.

Other programs of reading instruction which involve personal choices made by learners include the following:

1. language experience approach. Here, pupils view and study objects, for example, provided by the teacher at a learning center. Then they provide content dictated to the teacher covering what was learned about these items of interest. The teacher records what pupils said had been observed at the center. After recording these ideas on the chalkboard, the pupils with the teacher read aloud the recorded ideas. The recorded ideas may be reread as desired.

Advantages given for using a language experience approach in reading instruction are the following:

* the teacher obtains a good knowledge of the child's level of oral language use.
* the pupil reads his/her own presented content on the experience chart, thus minimizing the need to provide additional background experiences prior to oral reading. The child understands his/her own presented sentences on the chart.
* repeated oral reading of the experience chart minimizes the need for an isolated study of phonics.
* the approach is based on the present levels of pupil achievement in a small group setting which providing ideas for the experience chart.
* it is based on the interests of pupils who have examined objects on an interest center. Other sources of information might be used for the experience chart, such as pupils looking through the classroom window to observe the out of doors.

2. individualized reading whereby the individual pupil chooses a library book from among others. There needs to be a wide variety of titles or genera to select from, as well as books on different reading levels. The pupil then sequences his/her own reading choices. A conference with the teacher is usually held after the pupil has read a library book to check the latters word identification skills and comprehension.

Somewhat opposite of using the intrinsic interests of pupils in developing the reading curriculum include

1. programmed reading whereby the programmer carefully designs and develops each step for pupil reading. The pupil then follows the read, respond, and check approach in reading.

* the programmer designs the program so pupils experience continual success at each step of learning. This holds true in a quality field tested program.
* the programmer determines which is the correct answer

for each pupil response, generally in multiple choice form.

2. use of basal readers in teacher guided reading lessons. The stories in a basal have already been selected by their writers.

* a manual accompanies each basal series from which the teacher may implement the objectives provided, the learning opportunities presented, as well as the evaluation techniques listed which may be used to ascertain pupil achievement.

* most teachers use the manual as a set of suggested teaching activities and use more of their own ideas after receiving increased experiences in teaching pupils (See Chall, 1983).

In programmed reading and in basal reader use, the interests of the child are minimized. Programmed reading may involve a complete self contained program of reading instruction with little/no teacher intervention. With basal reader use in teaching a reading lesson, the teacher, among other tasks, provides background information for the pupil, prior to his/her reading the ensuing lesson. The background information is to develop interest in reading content from the basal.

A Quality Reading Program

There are selected criteria which may be emphasized to indicate the kind of reading program representing an ideal:

1. The beginning point stresses the actual reading level of the child. At this point a pupil can read the content with an approximate minimal 95 per cent rate of word recognition and a minimal 75 per cent rate of comprehension covering content read.
2. From this beginning, the pupil experiences continued success.
3. Reading materials used capture pupil interests and purposes.
4. The listening, speaking, and writing vocabularies are integrated with the reading vocabulary.
5. The content read emphasizes quality sequence from the learner's perspective.
6. A wide variety of reading materials are available in genera and reading levels of pupils.
7. Multimedia are used to motivate pupils to achieve, develop, and grow in reading.
8. A good library on the developmental level of pupils is available to assist pupils to engage in research projects related

to content read.

9. Time is available for sustained silent reading (SSR) or drop everything and read (DEAR).

10. Critical and creative thinking as well as problem solving are integrated into the reading curriculum (See also Devine 1986).

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